DOCUMENT RESUME

ED 149 111 08 CE 014 347

TITLE	Professional Teacher Education Modules Series. Use Conferences To Help Meet Student Needs, Module F-3 of Category F--Guidance.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	43p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly
AVAILABLE FROM	American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.40)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Conferences; *Learning Activities; Learning Experience; *Occupational Guidance; Performance Based Teacher Education; Post Secondary Education; Secondary Education; Teacher Education Curriculum; *Teaching Skills; *Vocational Education

ABSTRACT

This third in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers skills needed to (1) plan effective student conferences, (2) create a supportive environment and display the kind of attitude that will foster communication and promote useful results, (3) help students identify and clarify problems or concerns, consider alternatives, plan possible solutions, and (4) recognize problems that need to be referred. The terminal objective for the module is to use conferences to help meet student needs in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case scripts to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED149111

MODULE

F-3

Use Conferences to Help Meet Student Needs

MODULE F-3 OF CATEGORY F—GUIDANCE
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1977

ISBN 0-914452-16-9

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE 014 847

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Conducting conferences is an important part of the teacher's role in helping students to learn, grow, and mature. Conferences are held for many different reasons. For example, some conferences are held primarily to gather data concerning a particular student. In other conference situations, students come to the teacher to talk about such long-range concerns as vocational decisions, or such immediate problems as an overdue assignment or a failed test. Sometimes, they are seeking help or advice. Often, they simply need someone who will listen. This module is concerned with the latter type of conference situation in which you apply all the data you have gathered through formal and informal techniques to help a student meet his or her particular needs.

Most student-teacher conferences involve only one student. However, occasionally several students may get together with a teacher if the students have identified mutual concerns they wish to talk about.

While a conference may be impromptu and may take place in the hallway during a chance encounter, it is preferable that it be carefully planned in advance. This module is designed to give you the skills you need to (1) plan effective conferences; (2) create a supportive environment and display the kind of attitude that will foster communication and promote useful results; (3) help students identify and clarify problems or concerns, consider alternatives, plan possible solutions, and start carrying out their plans; and (4) recognize problems that need to be referred to a trained counselor or other specialist.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, use conferences to help meet students needs. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 37–38 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations and techniques involved in using conferences to help students meet their needs (*Learning Experience I*).
2. Given case scripts describing how teachers met student needs through conferences, critique the performance of those teachers (*Learning Experience II*).
3. Given case situations involving student problems, plan conferences to meet the needs described (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in gathering student data using formal and informal data-collection techniques. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Gather Student Data Using Formal Data-Collection Techniques*, Module F–1
- *Gather Student Data through Personal Contacts*, Module F–2

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A teacher experienced in using conferences to help students meet personal, educational, and vocational needs with whom you can consult.

A locally-produced videotape of a teacher conducting a conference which you can view for the purpose of critiquing that teacher's performance.

Videotape equipment for viewing a videotaped conference.

Learning Experience II

Optional

1–5 peers to participate in an individual or group conference.

Learning Experience III

No outside resources

Learning Experience IV

Required

An actual school situation in which you can use conferences to help meet student needs.

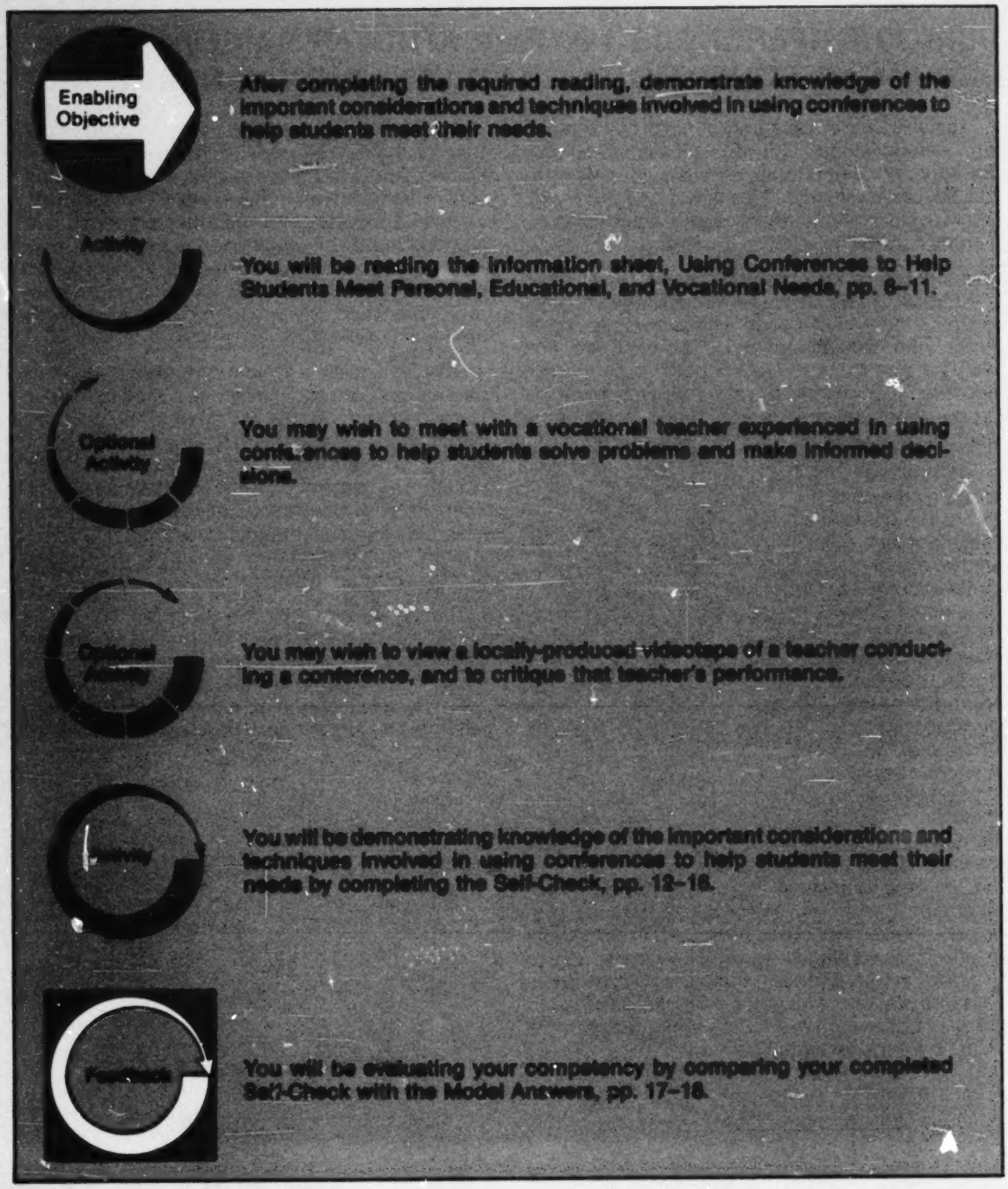
A resource person to assess your competency in using conferences to help meet student needs.

This module covers performance element numbers 210–212, 217–220, 222, 224, 225, 227 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the important considerations and techniques involved in using conferences to help students meet their needs.
Activity
You will be reading the information sheet, Using Conferences to Help Students Meet Personal, Educational, and Vocational Needs, pp. 6–11.
Optional Activity
You may wish to meet with a vocational teacher experienced in using conferences to help students solve problems and make informed decisions.
Optional Activity
You may wish to view a locally-produced videotape of a teacher conducting a conference, and to critique that teacher's performance.
Activity
You will be demonstrating knowledge of the important considerations and techniques involved in using conferences to help students meet their needs by completing the Self-Check, pp. 12–16.
Feedback
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.

Activity

For information on the basic principles and techniques involved in using conferences to help students meet their personal, educational, and vocational needs, read the following information sheet:

USING CONFERENCES TO HELP STUDENTS MEET PERSONAL, EDUCATIONAL, AND VOCATIONAL NEEDS

Teachers cannot expect students to become mature, well-developed individuals if aspects of their development—emotional, physical, vocational, or social—are neglected. Through close daily contact with students, teachers have an opportunity to identify and attend to these developmental needs.

Teachers who are sensitive, encouraging, warm, and honest are usually most successful in helping students meet their needs. These qualities, combined with the ability to direct, instruct, and evaluate, can make the teacher both a supportive listener and a guide in solving problems and making decisions. In other words, they can make the teacher a "counselor."

Informal and formal, individual and group conferences present unique opportunities for the enhancement of developmental growth and learning. Outside of the pressures of the classroom or laboratory, the chances of opening up avenues of communication are greatly increased. Therefore, you and your student(s) can get to know each other better. In the privacy of the conference, participants can afford to lower their defenses to some extent. This can result in participants being able to begin to understand each other's concerns, anxieties, motivations, and goals. And, this can lead to greater cooperation and healthier human relationships in the classroom.

As a vocational teacher, you have many opportunities to use conferences. You work closely with students both in the classroom and in the laboratory or shop. Through frequent informal contacts, you can develop a close, genuine relationship with students that will influence their personal, as well as academic, development. From the students' point of view, you are a familiar person who is available when they need help, someone they know and respect.

However, there are some important and basic differences between the role assigned to the vocational teacher and that assigned to the counselor. You must be able to reconcile these differences in your counseling activities. Although the effective vocational **teacher** should be supportive and open, he/she is also expected to take an active role in explaining and making assignments, demonstrating skills, directing activities, exerting authority, and making decisions.

The good **counselor**, on the other hand, is expected to assume a much more passive and nondirective role in dealing with students. If the teacher, acting as counselor, assumes a directive, teaching role rather than a nondirective, counseling role, he or she may tend to overpower the student.

Conferences with Individual Students

Informal, impromptu, short conferences are likely to be a daily occurrence in your life as a teacher. Situations occur when you (or the student) have something specific on your mind that can be said quickly and that probably can be settled without a great deal of discussion. You may be bothered by a minor incident in the student's classroom behavior or concerned about an assignment which was missed. You may want to encourage the student to begin a new project or to commend him or her on recent progress.

For their part, students may be worried about some trouble with lab work, the loss of a personal tool, or their lack of understanding of a technical point. Many times, these informal conferences are simply a way for you and the student to keep in touch with each other and to continue good, friendly relations.

The brief, informal conference may take place within the classroom, in the school hallway, in an empty classroom after school, or wherever two people can get together for a few minutes to talk.

No extensive preparation is required of either party, and the topic under discussion will probably have a specific and limited focus. It may be extremely informal and not particularly private, but this type of conference is essential in keeping the teaching-learning process going forward smoothly.

There are times, however, when you and the student may need to communicate with each other in a much more deliberate and structured manner. If the subject of concern is very personal and sensitive so that privacy is required, a **formally arranged conference** will probably best serve the purpose. This type of conference is also best when a good deal of time may be needed to formulate some solutions, or when extensive preparation is necessary to gather information or make plans.

Common Conference Situations

The manner in which you conduct individual student conferences may vary considerably, depending on the nature of the problem or situation being discussed. Different teacher conduct may be called for in each of the following more common conference situations:

- the behavior-related conference called by the teacher to correct unacceptable behavior
- the student- or teacher-initiated conference on a personal or personal-social problem
- the student- or teacher-initiated conference related to educational and/or vocational planning or adjustment

Obviously, these are not clearly separate categories. They can, however, help you as you examine your role in counseling students.

The behavior-related conference.—Many teacher-student conferences grow out of an incident or series of incidents which lead to the student's being asked to come in to see the teacher to discuss the situation. Incidents might be related to classroom behavior, completion of assignments, or conduct on a cooperative work assignment. In such cases, the teacher knows what is to be discussed and can make necessary preparations.

In preparing for this sort of conference, it is important to check the data you have gathered—both formally and informally—concerning that student. You may at that point discover that additional data is needed before you can conduct the conference effectively. By checking this data, you may identify problems which may be causing, or be related to, disciplinary or behavior-related problems which are now occurring.

The personal or personal-social problem conference.—Many teacher-student conferences grow out of a recognition, by either the student or the teacher, that the student needs help in meeting a personal problem. The problem may involve the student alone, or may involve the student's relationships with others.

If possible, you should review the pertinent student data you have collected in advance of the conference. However, in many instances, the conference will be initiated by the student (e.g., by dropping in after class), and you will not have enough time or information in advance to prepare for the first conference. Its success may very well depend on your knowledge of the student and on your counseling skills.

However, vocational teachers usually have fewer students than do academic teachers, and work more closely with them on an individual basis for longer periods of the school day. Thus, vocational teachers and their students are often better able to relate to, and communicate with, each other.

The educational or vocational planning and adjustment conference.—Many teacher-student conferences grow out of a recognition by either the student or the teacher that the student needs help (1) on a school-related problem such as improving study habits or completing a training plan, or (2) in establishing career goals and taking the steps necessary to prepare for employment or further training. Aiding students in working out educational and vocational plans places more emphasis on helping the student understand himself/herself in relation to the world of work.

In order to help the student to gain self-insight, you should first review the data you have gathered about him/her, especially information indicating the student's prior career goals and work experience, and results of interest inventories, aptitude tests, ability tests, and achievement tests. In addition, you should locate up-to-date information concerning educational and career opportunities related to the student's vocational area, career goals, and ability level. Career information available in the guidance office, school library, or AV center is often very helpful.

You could also locate people in the community who could talk with the student about specific occupations. If necessary, you could call in the counselor to help interpret test scores and interest inventories to the student so that he/she can get a clearer picture of his/her interests, abilities, and needs in relation to career goals and/or academic achievement.

Planning and Conducting Individual Conferences

Formal conferences demand much more of your time than that which is required for the brief, informal conference. In general, you should examine your own attitudes and position beforehand, make preparation by reviewing the data or information you have gathered and (if necessary) gathering additional data, and plan the most effective approach. The conference should be conducted carefully and thoughtfully, using techniques known to be effective and helpful.

Remember, the consequences of a formally planned conference may be a bit awesome since the topics being discussed are usually very important. Almost any experienced teacher can give you a firsthand example of an incident that occurred in a conference which he or she conducted which later proved to have decisive and far-reaching effects in the life of the student involved. Thus, careful planning is essential.

There are some basic steps you should follow in conducting an individual conference. First, allow sufficient time in your schedule for the conference, and provide for privacy and reasonable freedom from interruption. Arrange the seating so that the setting is informal and arrange for the atmosphere to be comfortable.

Next, have some background information available concerning the student and the topic of the conference. This information can be obtained from the cumulative records, sociograms, anecdotal records, achievement and aptitude tests, interest surveys, case histories, etc., compiled on the student by you or others.

Use a friendly, but businesslike, approach to establish the conference atmosphere. Get out from behind the desk so you and the student can be seated comfortably and informally. You can help the student feel at ease by talking with him/her for a moment or two about something you know interests the student.

Encourage the student to talk about personal concerns by asking appropriate questions, by showing interest, and by being relatively silent. Listen attentively, and do not exhibit shock or disapproval at anything that is said. Be understanding and accepting regardless of the nature of the stu-

dent's difficulties. Do not consider it a weakness if the student fails to look you in the eye or shows intense emotion.

Neither agree nor disagree with the attitudes expressed. Concentrate on how the student feels and on helping him/her discover and face problems. Try to see problems through the student's eyes, and let him/her know that the views you express are your own, and perhaps not the only correct way of looking at things. Avoid the urge to identify yourself with the student's problem. Don't tell anecdotes or stories; keep your own experiences out of the picture.

Do not at any time ask prying questions. Realize that what the student has **not** told you is probably concealed for deliberate reasons. Prying may only put the student on the defensive. Rather, use questions tactfully to help him/her come up with ideas for action or sources of information.

Do not let awkward pauses bother you. These may occur when the student wants to talk about something, but finds it difficult to do so. A pause may indicate that the student is achieving insight or organizing his/her thinking. Don't break such a pause with questioning, but indicate that it is all right to take more time.

Help students to employ the decision-making process: identify or clarify the problem; gather information; identify alternatives; select, explore, and try out solutions; decide (or explore other alternatives and then decide); and take action.[1] Give advice and constructive suggestions sparingly. Encourage the student to be self-reliant and to formulate his/her own plan of action.

If necessary, help the student to identify and plan to use non-school informational resources related to your vocational area. You may want to make specific suggestions and arrange a personal contact for the student.

Don't continue to counsel a student if the student needs assistance beyond that which you have the time or the qualification to provide. If referral to a counselor or other specialist is in order, help the student to accept the idea and prepare for it. Don't ever turn the student over to someone else without his/her prior knowledge and approval.

Finally, close the conference on time, and/or at an appropriate moment. The conference can be closed when the student has finished talking and when some future plans have been made. These factors should be coordinated with the time allowed for the conference. You will need to assure the student that what has been said will be held in strict confidence. On closing the conference, you can extend a friendly word of encouragement and indicate that your door is always open for further help.

Following Up on Conferences

Your responsibilities do not end with the closing of the conference. There are some basic activities you should complete following each conference. First, record what has transpired as soon as possible. In general, it is not considered advisable to take notes during the conference, since this may increase the student's anxiety and shyness. Try to distinguish between relevant and irrelevant facts for the record. As with anecdotal records, any interpretations you make should be separated from the objective data and labeled as such.

Next, take any action steps you agreed to during the conference. In addition, you may need to collect more student data or information related to the topic of the conference to get clearer insight into the situation. You may also need to contact appropriate resource persons or avenues of assistance that may help the student. Again, except in unusual circumstances, contacts with other individuals should not be made without approval of the student. School policy and established channels should be followed in any contacts with non-school resources.

Do not allow yourself to become emotionally involved in a student's difficulties or plans. Try to understand the situation without worrying about it.

Finally, evaluate each conference in terms of the effect it has had upon the student. You could structure this evaluation by asking yourself the following kinds of questions.

- Did the student seem satisfied, or seem to be started in a positive direction?
- Did the student show a cooperative, friendly attitude?
- Does the student appear to feel he/she can return at any time?
- Is the student planning to carry out the plans formulated during or as a result of the conference?
- Is there a change in the student's attitude or behavior which might be attributed to the conference?
- Has the student recommended that others come to you for assistance?

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1. To gain skill in directing students in applying problem-solving techniques, you may wish to refer to Module C–8, *Direct Students in Applying Problem-Solving Techniques*.

Small-Group Conferences

Occasionally, you may wish to meet with three or four students in a small-group conference. For example, a small group of students may want an assignment clarified, or some information on a particular occupation. If a small group of students is not getting along in the classroom, a conference might be a good way to help group members better understand each other.

When you need to conduct a more formal conference to meet either informational or attitude-development needs of small groups of students with common concerns or problems, the following basic steps should be taken. Before meeting with the students, organize the conference around a common concern of the group. In some instances, the students may organize the conference themselves by requesting a meeting to consider a specific problem or need. If the problem stems from a classroom disagreement, it would be a good idea to refer in advance to a sociogram to understand the positions of students in the small group in relation to the whole class.

Provide an appropriate physical setting for the conference (quiet, private, comfortable). Arrange the group so that all can see, hear, and participate.

During the conference, seek ways to stimulate group members who are not participating, and encourage members to express their ideas and reactions to others. Aid the group in seeking possible alternative solutions, and provide information, interpretations, and suggestions for other resources as needed.

Toward the end of the conference, guide the group in summarizing and evaluating the results of the conference, and help the group plan future action as resolved in the conference.

Referring Students to Other Professionals

Through contacts with students, you will sometimes become aware of student problems that require special help. Referral to other trained professionals is recommended in cases in which the student's problem requires more time than you can offer or your training is inadequate to deal with the problem. Referral is also recommended when the school has definite policies for dealing with the problem which specify the use of persons other than the teacher. It is particularly important for you to know when to refer the student, to whom to refer the student, and the procedures for doing so.

In general, you can refer students to any pupil personnel worker for help with problems related to that person's area of responsibility. Depending on the school level, the following persons can provide students with valuable services.

Guidance counselors.—The guidance counselor is the person to whom teachers most frequently refer students for additional help. Counselors are equipped to help students **directly** with their personal concerns and their educational and career planning needs.

While counselors are not licensed psychologists, they can help students deal with many common personal and emotional problems. They can talk with students about their interpersonal relationships at home and in school, and about the stresses of daily living. Over time, counselors and students working together can get problems out in the open, and can work out solutions to these problems.

By their training and experience, counselors are in a much better position than vocational teachers to recognize serious emotional problems in students, and to know what additional professional help is needed. It is very important that the teacher not dabble as "amateur psychologist" in this very sensitive area.

Counselors can also help students understand their present educational progress by interpreting test results and other data for them. If necessary, counselors can arrange for, and administer, further tests (e.g., vocational, interest, aptitude). Counselors also have access to special materials needed by students. They can provide students with the assistance and materials needed to—

- develop improved study skills
- select appropriate career goals
- locate educational and occupational opportunities
- identify available sources of financial aid for education
- complete applications for jobs, further education, and/or financial aid

If a student, or a student and his/her parents, need help in exploring the student's career options and making plans, the counselor can arrange for a conference involving the counselor, parents, student, and/or teacher(s). The counselor's training especially qualifies him/her to conduct such conferences. However, whether a parent conference is arranged by the counselor or the teacher, it should be done with the student's knowledge and cooperation, with the possible exception of situations involving disciplinary action.

Finally, counselors can assist students **indirectly** following referrals by helping teachers to locate resource materials, identify procedures for working with particular students, understand test results, and identify special tests which should be administered—in other words, helping the teachers to help the students further.

School psychologists.—School psychologists usually provide diagnostic testing for reading or other learning difficulties, as well as individual psychological examinations and diagnoses. They can aid in counseling students who have emotional problems. School psychologists are also able to refer students to outside community resources such as agencies, institutions, and neighborhood centers that offer counseling services, financial assistance, etc.

School nurses.—School nurses handle medical problems and records. Any hearing, vision, personal hygiene, or related problems are usually referred to them. In turn, a nurse may refer the case to other medical professionals for assistance.

Visiting teachers.—In addition to teaching students in the home who have long illnesses or other problems, visiting teachers provide contact with outside agencies. These agencies include welfare groups, juvenile courts, and others concerned with student problems such as pregnancy, drug usage, etc. Often, they provide a link between home and school through home visits in which they relay information, explain policies, and act as a liason between home, school, and outside agencies.

Attendance workers.—Basically, attendance workers check on the whereabouts of students who are absent. They work closely with the visiting teachers in making use of outside agencies. Also, they often handle work permits for students who are employed.

You may wish to locate and meet with a vocational teacher experienced in using conferences to help students solve personal, educational, and vocational problems. At this meeting, you could discuss certain key questions, e.g.,

- How does the teacher determine when a conference is needed?
- How does the teacher decide when a referral to another professional is warranted?
- What referral services does the teacher use?
- What approaches and techniques has the teacher found to be helpful?

Your institution may have available videotapes showing examples of teachers using conferences to help meet student needs. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in using a conference to meet student needs, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

The following items check your comprehension of the material in the information sheet, Using Conferences to Help Students Meet Personal, Educational, and Vocational Needs, pp. 6–11.

SELF-CHECK

I. Essay:

Each of the following five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

1. What would you say to someone who suggested that the teacher's only function is to present subject matter to students?

2. Why might you refer a student to a school counselor or other specialist rather than handle the problem yourself?

3. Identify, and briefly define, the three different categories of student problems or concerns which most frequently call for teacher-student conferences.

4. Discuss the differences in the way you might conduct a conference on a personal problem as contrasted with the way you might conduct a conference on educational and career planning.

5. Discuss your role with respect to conducting small-group conferences.

II. Case Situations:

Read the following brief descriptions of students with various problems. Assuming that you feel you do not have the time or the skill to handle these problems, indicate to whom you should refer each of the students for help.

1. A student is falling behind in his/her homework and a conference brings out the fact that reading brings on headaches.

2. A student is pregnant and is afraid to talk with her parents about it.

3. A student's parents want him/her to go to college, but the student wants to finish high school and get a job.

4. A student has been absent much more frequently in the last six weeks with inadequate excuses.

5. A student does good work except in subjects which require a lot of reading

6. A student is without adequate money for books or food.

Compare your written responses on the Self-Check with the Model Answers given below. For parts I and II, your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Essay:

1. The effective teacher cannot ignore the social, physical, personal, and vocational needs of the student if he/she expects the student to act as a well-developed human being. By getting to know students better and letting students get to know them, both teachers and students can begin to understand each other's concerns, anxieties, motivations, and goals. This should lead to greater cooperation in the classroom.

   Vocational teachers particularly can build up close relations with students that will put the teacher in a position to greatly affect the student. Since the teacher is well known to the student, the student can use the teacher as a source of information and understanding.

2. You may feel that you do not have the time, knowledge, or skill for a particular type of problem. For example, a student may have difficulty with reading materials in a classroom. Since you are not expected to have expertise in diagnosing vision problems, you may refer the student to the school nurse.

   In addition, you may want to check the cumulative record for test scores and indications of any learning problems. Afterward, you may want to make a referral to the school psychologist or counselor for additional testing that may aid in identifying and working with problem areas. You should make use of any in-school resource persons who have expertise in given areas to help the student deal with any problems beyond your ability to handle, or outside your jurisdiction in terms of school policy.

3. The three different categories of student problems or concerns which most frequently call for teacher-student conferences are—
   - **Disciplinary or behavior problems**—Problems such as failure to complete homework assignments, a poor attitude in class or on the job, clowning around near machinery, etc., would call for a conference between teacher and student.
   - **Personal or personal-social problems**—Excessive shyness or aggressiveness, problems at home, inability to cooperate with others, etc., may result in a conference initiated by either the student or the teacher.
   - **Educational or vocational planning or concerns**—The need for better study habits, decisions concerning preparation for employment or further training, identification of the student's interests, aptitudes, strengths, and weaknesses, may induce a teacher or student to initiate a conference.

4. In the conference on a personal problem, you need to be sensitive to the feelings of the student. You should not ask prying questions and should make the student feel understood and accepted. You may need to help the student accept the idea of referral to a counselor or other school specialist, or to a non-school resource for help. You must be a good listener and should try not to break silences by asking questions.

   Most of the conditions for a successful conference on a personal problem also apply to education or vocational planning. In addition, you can give suggestions on sources of information or on possible courses of action which the student can consider. You can help the student use the problem-solving or decision-making process. You can refer the student to non-school sources of information concerning his/her vocational field.

5. Most small-group conferences that you, as a vocational teacher, conduct may be requested by you or a group of students who have a common question or concern. They may be related to such problems as class assignments or student behavior. Most of the basic principles for conducting group conferences apply to individual conferences (i.e., physical setting, providing information, aiding in providing alternatives). In addition, you should seek ways to stimulate and encourage **all** members to voice concerns and participate in finding solutions. You may need to be more directive in working with a group than with individuals.

II. Case Situations:

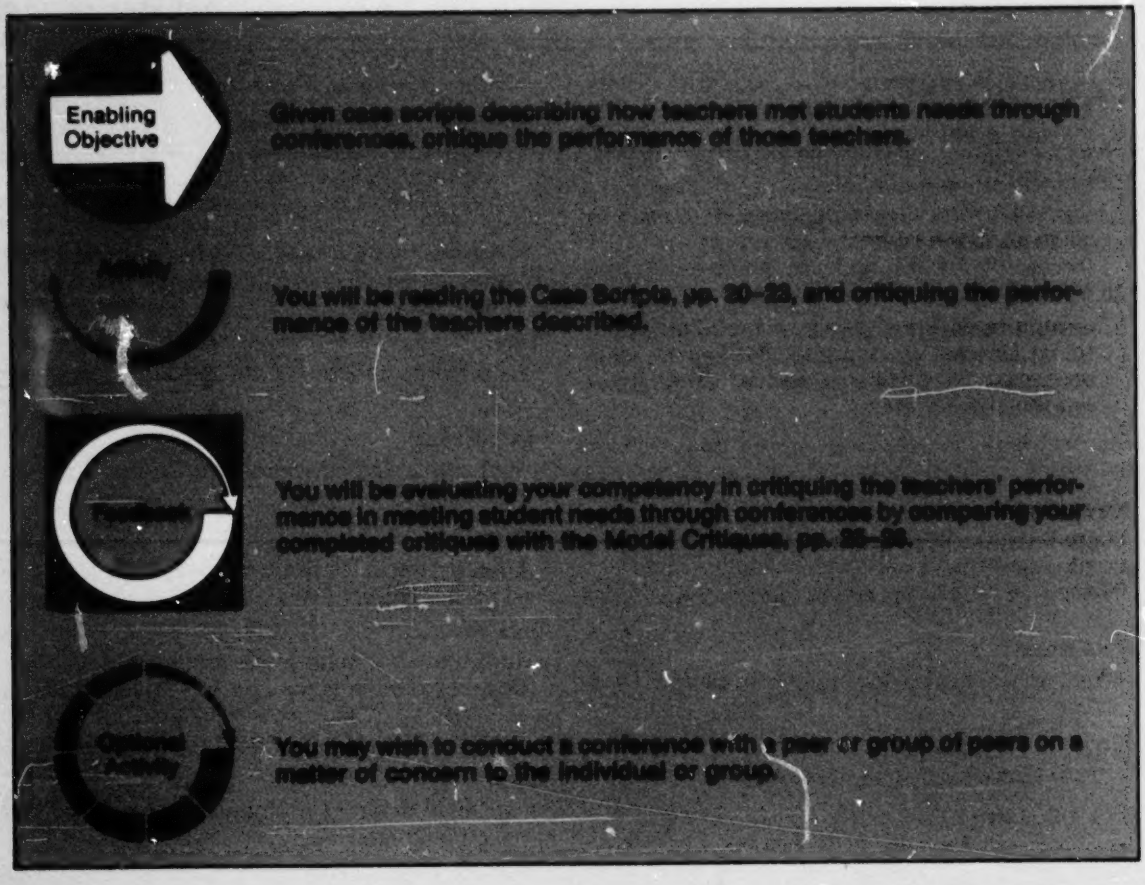
1. Probably the best source to contact in this situation would be the **school nurse.** He/she could test the student's vision to see if there are any problems. Also, he/she should be familiar with any of the student's past medical problems. Adult students in a post-secondary school might be referred to a community clinic.
2. In this instance there are at least three professionals who could probably aid the student. The **visiting teacher, nurse,** and **counselor** all have some training with this problem. All three are trained in personal counseling and can communicate with outside agencies who can offer services to the student. They can all aid in preparing the student to meet the new problems she will encounter.
3. **School counselors** are trained in giving vocational counseling and administering interest inventories. They are a good source of career information.
4. The **attendance worker** usually handles all problems related to attendance.
5. Both the **school counselor** and the **psychologist** can administer any reading, language, or motor tests that may aid in discovering the source of the student's reading problem. Post-secondary schools may have a reading clinic especially set up to handle these problems.
6. Probably the best person to contact would be the **visiting teacher.** He/she usually has contact with outside agencies, such as welfare, that can provide financial assistance.

NOTE: It is important to remember that each school system has policies and job descriptions for resource people. You should be aware of policies the school system has adopted for using in-school resource persons.

LEVEL OF PERFORMANCE: Parts I and II of your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Using Conferences to Help Students Meet Personal, Educational, and Vocational Needs, pp. 6–11, or check with your resource person if necessary.

Learning Experience II

OVERVIEW


Enabling Objective
Given case scripts describing how teachers met students needs through conferences, critique the performance of those teachers.
Activity
You will be reading the Case Scripts, pp. 20–23, and critiquing the performance of the teachers described.
Feedback
You will be evaluating your competency in critiquing the teachers' performance in meeting student needs through conferences by comparing your completed critiques with the Model Critiques, pp. 25–28.
Optional Activity
You may wish to conduct a conference with a peer or group of peers on a matter of concern to the individual or group.

Read the following Case Scripts describing how two teachers met student needs through student conferences. The first script involves a student's personal problem; the second concerns help in educational-vocational planning. As you read, try to determine what each teacher is doing right and what each is doing wrong. At the end of each script are some key questions. Use these questions to guide you in preparing written critiques of the teachers' performance in using conferences to meet student needs.

CASE SCRIPTS

Case Script 1: The Personal Problem Conference

The setting is Miss Kisec's business math class in Lower Valley Vocational School.

Miss Kisec:

For tomorrow, class, do all the problems at the end of Chapter 5, page 13. Tomorrow, we'll check over the problems and on Friday we'll have the chapter quiz.

The bell rings, and the class leaves. Tony lingers behind.

Miss Kisec:

Yes, Tony. Do you need something?

Tony:

No, uh-huh . . . well . . .

Miss Kisec:

Well, do you have a few minutes to sit down and talk?

Tony:

Yeah, I have study hall next period.

Tony sits down heavily.

Miss Kisec:

Tony, you don't seem like yourself lately.

Tony:

Well, I guess I have something on my mind. You see, I have this friend and he took a couple of pills this morning. Now I . . . I mean he's kind of scared. I don't know whether he's gonna get sick or what. What's gonna happen to him?

Miss Kisec:

Now let me get this straight. Your friend took a couple of pills, and now he's scared because he doesn't know what will happen.

Tony:

Miss Kisec, I have to tell you something. I took the pills.

Miss Kisec:

OK, Tony. Take it easy. There's no need to get worried just yet. First thing, what kind of pill did you take?

Tony:

I took three red devils outside school this morning.

Miss Kisec:

Red devils are downers. How are you feeling now?

Tony:

I'm just tired . . . really tired. I can't hold my head up. What should I do?

Miss Kisec:

Tony, I think it might be a good idea if we went down to see the school nurse. Three red devils aren't going to make you really sick, but it would probably be best if the nurse checked you over.

Tony:

But Miss Kisec, if my parents ever found out they'd kill me.

Miss Kisec:

Tony, you know the school nurse won't say anything to your parents without your consent.

Tony:

OK, Miss Kisec, let's go.

Tony and Miss Kisec go down to the nurse's office. The nurse reassures Tony and then checks him over. Before leaving, Miss Kisec asks Tony to stop in to see her before he leaves school. Later that day. . . .

Tony:

Miss Kisec . . . uh . . . I just want to thank you for helping me out this morning.

Miss Kisec:

Tony, I'm glad I could help. You know, Tony, I've been doing some thinking about this, and I guess I'm a little concerned about you.

Tony:

Well, I have been feeling a little tense lately. That's why I took those pills. I thought they would make me feel better. It seems like I'm getting more and more tense. I can't seem to fit in anymore.

Miss Kisec:

You're feeling uncomfortable with people?

Tony:

Yeah. I wish there were some way I could learn more about people and why they act the way they do.

Miss Kisec:

I guess all of us go through that sometimes. It's a hard thing to deal with, and sometimes it's good to hear how other people feel.

Tony:

Hmm, maybe you're right. But, you know it's hard to just talk to somebody about the way you feel.

Miss Kisec:

You may be right, Tony, but I was talking to Ms. Zabrowski, the counselor, this afternoon and she was telling me about the groups she holds on Tuesday afternoons.

Tony:

What groups?

Miss Kisec:

Basically, Ms. Zabrowski gets together with a small group of students to talk about things that concern them.

Tony:

Oh . . . where can I find out more about these groups?

Miss Kisec:

Ms. Zabrowski can explain more clearly. She's probably in her office right now.

Tony:

Maybe I'll stop in on my way out. Her office is next to the library, right?

Miss Kisec:

Right, Tony. Be sure and let me know how it turns out.

Tony:

OK. Thanks again. See you tomorrow.

What were the initial purposes of the conference? Did any additional problems emerge? Did the teacher adequately prepare for the conference? What occurred during the conference that reflected the attitudes of the teacher? How do you feel the conference helped the student? What do you think should have happened as a result of the conference?

Case Script 2: The Educational and Vocational Planning Conference

Carl Richards is a sophomore student in a comprehensive high school. His grades are well above average and he is active in several extracurricular activities, including intramural sports. His parents are very much interested in his educational and vocational plans, but they are not sure how much financial support they can contribute to a college education for him.

It is time to schedule his courses for the junior year, and he has been thinking seriously about the direction he should take. He has requested a conference with the distributive education teacher to talk about the DE program as that is a program in which he is very interested.

Carl enters the DE classroom where Mr. Forbes, the DE teacher, is waiting for him. Mr. Forbes greets Carl, closes the door, and they sit down together beside Mr. Forbes' desk.

Mr. Forbes:

That was quite a basketball game this noon. The score was tied when I had to leave. Who finally won?

Carl:

Aw, the juniors beat us. They got us by four points. Don Carver has been out with flu and he's our best forward. If Don had been playing, I think we'd have won.

Mr. Forbes:

Well, you'll get another crack at them. Is basketball the sport you like best?

Carl:

I guess it is, but I'm not very good. I could never make the varsity team. I'm not really tall enough or fast enough.

Mr. Forbes:

Well, we can't all be Kareem Abdul Jabbar. Now, I think you said you might be interested in coming into the DE program next year.

Carl:

I think so, but I want to know a lot more about it. You see, I think I'd kinda like teaching, too, so I'm wondering if I might want to end up as a DE teacher. I've been thinking that if I came into the DE program, it might be a way for me to help pay for college. My folks could help me some, but they can't do it all.

Mr. Forbes:

What do you know about DE? What got you interested?

Carl:

Well, I've been talking with some of the guys in DE and they seem to like it a lot. They say they're getting a lot out of the courses and are getting good job experience, too. I talked with the counselor some about it, and he suggested I have a talk with you. He thought I ought to consider DE as one possibility.

Mr. Forbes:

Are you aware of the many different occupations available through DE? This little pamphlet will give you an overview of a dozen or so of the more common DE occupations. Why don't you take it along and go over it with your parents.

Carl:

I'll do that, thanks. I took an interest survey first semester and it told me a lot. The results seem to pretty much agree with how I feel about myself. I like to be around other kids and I seem to get along with people.

Mr. Forbes:

Have you had any experience working with other people?

Carl:

Well, I've been a summer playground helper for a couple of years, and I've been active in our church youth group, you know. I've helped with bake sales and car washes and other stuff that the kids do to raise money. I've had a paper route, too, for the last three years and I've never had any trouble with the customers. I've put more than $200 in a savings account and I bought a new bicycle so I could take on a larger route.

Mr. Forbes:

It sounds to me like you've had some pretty good experience. Getting along with people is pretty important for DE students since most of the programs involve selling—either products or one's personal services. I noticed when I looked over your records that your grades are good. You shouldn't have any trouble handling a co-op program. Have you talked any of this over with your parents?

Carl:

Yes, and they're interested in what I decide to do. They'd like me to go to college, and I know they'd help out some. Of course, they don't know much about the DE program, but I'm sure they'll go along with what I decide.

Mr. Forbes:

Here are some more materials about the program. I think you may want to go over them with your folks. They describe the things you'd be studying, the work experience you'd be required to get, the Distributive Education Club program, and some other things that may help you decide. After you and your folks have looked over the materials, maybe you'd like to come in and I could answer any questions you or your parents might have, or I'd be glad to come out to your house for a chat.

Carl:

Thanks. That'll be great. There are a couple more things I've been wondering about. If I take DE, will I have to drop my paper route, and would I get paid for the work I do?

Mr. Forbes:

Well, that would depend on which program you select. For some, you would begin your related work training in the junior year and for others in the senior year. You would get paid the going rate for part-time employment. I think it might be pretty hard to handle your paper route when you're in your related work training program.

Carl:

Yeah, I guess it might be pretty rough on top of homework, too.

Mr. Forbes:

After you've looked over the material I gave you, you may want to visit the guidance office and look up more detailed information on the DE occupations that sound most interesting to you. I think the counselors may have some videotapes that may be helpful, also.

Carl:

Thanks. I'll do that.

Mr. Forbes:

And Carl, if you would like to talk with some people employed in different DE occupations, I may be able to arrange a visit or two where you can talk with them and see them at work. You might even be able to visit places where some of our DE students are getting their related work training.

Carl:

I'd really like that. I'd better get going now or I will be having some customer complaints. I sure appreciate talking with you. It's helped a lot.

Mr. Forbes:

Glad I could help. Come in soon and we can arrange for those visits. I think you'll find them very helpful. I'll be glad to help you work out the kinds of questions you'll need to ask to get the information you want, and we'll plan the things you may want to look for.

Carl:

Thanks a lot. I'll see you soon.

What was the initial purpose of the conference? Did any additional problems emerge? How adequately did the teacher prepare for the conference? What occurred during the conference that reflected the attitudes of the teacher? How do you feel the conference helped the student? What do you think should have happened as a result of the conference?

NOTES

Compare your completed written critiques of the Case Scripts with the Model Critiques given below. Your critiques need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Script 1:

The initial purpose of the conference was to aid Tony in dealing with having taken some pills. As Tony began to trust Miss Kisec a little more, he was able to relate a little about his feeling of tenseness around people. He expressed his discomfort with his behavior as they discussed ways to deal with the problem.

Initially, the teacher did not have time to prepare for the conference. She apparently had some prior knowledge about drugs, in that she was able to recognize the kind of drug Tony was taking. After the morning conference, she gathered some information from the counselor that could provide Tony with an opportunity to understand his own behavior.

In between classes, the teacher could have gone to Tony's cumulative record to gain more insight into Tony's background. Anecdotal records, sociograms, a case history, test scores, personality inventories, and family background could have helped the teacher better understand Tony and deal with his problem.

The teacher was very accepting of Tony during the conference. Her attitude seemed to be non-judgmental and unbiased. Most of her responses were reassuring. When Tony mentioned his discomfort with people, Miss Kisec replied that lots of people experience that same frustration. She made referrals to both the nurse and the counselor, at the same time encouraging Tony to come back to talk to her.

When Tony first saw Miss Kisec, he needed an accepting, non-judgmental person. He was worried about what was going to happen to him and Miss Kisec dealt with those concerns immediately. Later that day, Tony was able to discuss with Miss Kisec some of the concerns that led him to taking the pills. Miss Kisec was then able to mention an alternative for dealing with his concern.

As a result of this conference, it is hoped that Tony will begin to explore his dealings with people by participating with other students in a group experience. It may provide Tony with an atmosphere in which he will feel free to talk with people about the way he feels.

By being in a group with the school counselor, he may come to trust the counselor and use her as a resource person. The counselor can then deal with both the drug problem and the problem with tenseness and the relation they have to each other. She can make further referrals to appropriate in-school resources such as the visiting teacher who may be able to offer additional input for dealing with the drug problem.

The teacher can do some follow up on Tony. Besides meeting with the counselor to check Tony's progress, the teacher may want to expand Tony's cumulative folder by including information to aid in finding solutions for Tony. She might keep anecdotal records on Tony, and request help from other teachers in checking his progress. A sociogram would offer an excellent opportunity to check Tony's position in relation to other class members, how he sees himself in relation to others, and how others see him.

Case Script 2:

The student needs to schedule courses for his junior year and project his school program until graduation. He is considering Distributive Education and wants to learn more about it.

Initially, the teacher learned a little about the student by watching him play basketball. He then used this information to ease into the conference. More importantly, the teacher made use of the student's cumulative records to find out his abilities, interests, and grades to determine if DE would be an appropriate placement for Carl. Besides gathering some appropriate materials for the student and his parents on the DE programs and DE occupations, the teacher checked the guidance office for possible sources of information.

When Carl first entered the conference, the teacher tried to put him at ease by discussing the basketball game. As the conversation came to

Carl's vocational plans, the teacher showed an interest in the student's career exploration by suggesting sources of information, by answering questions about the program, and by offering to discuss the program with Carl and his parents. Finally, the teacher respected Carl's responsibility for making his own decision by refraining from making specific suggestions concerning Carl's vocational choice.

The conference helped the student in two important ways. First of all, Carl learned more about the DE program. Not only did he receive informative materials about the program, but he also was given a list of people and places to visit for more information. Secondly, the conference seemed to aid him in recognizing how the results of the Vocational Interest Survey he had previously taken relate to his interests in occupations in the DE program.

As a result of the conference, it is hoped that Carl will make use of additional information on Distributive Education in the guidance office and go over the informational materials with his parents. In addition to obtaining more information on DE occupations, Carl could make visits to resource persons the teacher may have suggested. After Carl had investigated the opportunities available in DE, the teacher, Carl, and his parents may want to get together for a school conference or home visit to discuss the program and any questions Carl and his parents may have.

LEVEL OF PERFORMANCE: Your completed critiques of the Case Scripts should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the materials in the information sheet, Using Conferences to Help Students Meet Personal, Educational, and Vocational Needs, pp. 6–11, or check with your resource person if necessary.

To give you practice in conducting conferences with individuals or groups, you may wish to engage in one or both of the following activities.

1. Conduct an individual conference with a younger person or peer within your acquaintance. This person may be someone from your neighborhood, Sunday School class, Scout troop, or a younger relative. Plan to confer on a matter of real concern to the individual and one on which you feel knowledgeable enough to help.

   If possible, make an audiotape recording of the conference. Use a small cassette recorder or other simple recorder to avoid as much stress as possible.

   Suggestions for conference topics—
   - a problem that the person is having with schoolwork
   - a need for career information
   - the person's goals and/or aspirations
   - a report of progress the person is making on an activity of personal interest

2. Ask a small group of 2–5 peers to become members of a group which you will lead in a conference. You will function as the teacher conducting the group conference.

   Determine a topic for the conference, either selecting one from the suggestions below or developing one yourself. Use a topic for the conference that has real and present meaning to the actual people involved. The important element in this learning experience is **not** that the group discuss a sham problem while pretending to be high school students. The important task is for the group leader (the "teacher") to conduct the conference in ways suggested in the readings as being effective in this situation.

   Inform the group of the topic of the conference before the event.

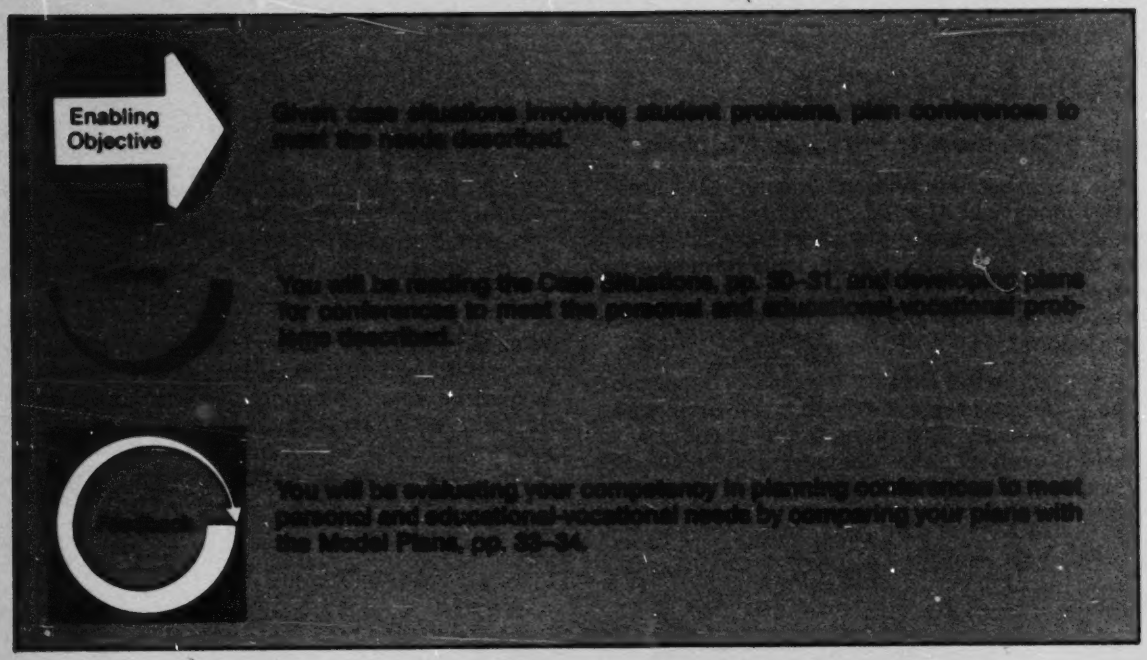
   Suggested topics for the group conference—
   - concerns about employment opportunities for the members of the group
   - problems involved in applying for a position and being interviewed
   - planning for a club or group meeting or social activity
   - problems involved in specific class assignments or course work
   - planning for a group presentation or committee assignment

   If possible, make an audiotape or a videotape of the group conference. Use this tape as a basis for feedback and self-evaluation of your success in conducting the conference.

NOTES

Learning Experience III

OVERVIEW


Enabling Objective
Given case situations involving student problems, plan conferences to meet the needs described.
You will be reading the Case Situations, pp. 30–31, and developing plans for conferences to meet the personal and educational-vocational problems described.
You will be evaluating your competency in planning conferences to meet personal and educational-vocational needs by comparing your plans with the Model Plans, pp. 33–34.

Read the following Case Situations concerning two students with problems they wish to discuss with their vocational teachers. Each situation is followed by key questions. Use the questions to guide you in preparing for conferences to meet the needs of the students described.

CASE SITUATIONS

Case Situation 1: Personal Problem

You are a home economics teacher. The time is early January, and the senior students in your class have been discussing plans for a fashion show to be held in early May. The students have selected Janet Phelps as chairperson for the event in which they will all model the items of clothing they are working on.

Just before the close of the period, Janet takes you aside and asks if she can come in after school to talk with you. She blurts out in a tearful voice that she cannot be chairperson or even model. She whispers that she is pregnant, and her boyfriend doesn't want to get married. She doesn't know what to do, but she does know she wants to have the baby. You assure her that you will be available to talk with her after school, and you set the time for the conference.

What steps would you take to prepare for the conference? How would you arrange the physical setting? How would you conduct yourself during the conference? What could you do to help the student with the problem? How would you end the conference? What follow-up steps might be needed?

Case Situation 2: Educational and Vocational Problem

You are an agricultural production teacher in a post-secondary school. Jerry Carver is an academically able second-year student who has been planning to enroll in agriculture at the state university following the completion of his work at your school. His father would be happy to have him return to the family farm after he gets his degree.

Jerry asks to schedule a time to talk with you about some changes he would like to make in his educational and vocational planning. He has an older brother in agriculture at the university and a younger brother interested in the same field, both of whom want to help manage the farm. He thinks he would like to go into veterinary medicine and eventually specialize in large animal care. He thinks his father will go along with this. You schedule a conference for the following week.

What steps would you take to prepare for the conference? How would you arrange the physical setting? How would you conduct yourself during the conference? What could you do to help the student with the problem? How would you end the conference? What follow-up steps might be needed?

NOTES

Compare your completed written plans with the Model Plans given below. Your plans need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL PLANS

Case Situation 1:

In preparing for the conference, the teacher should check any existing school policies regarding pregnancies. This should give an indication of the direction to be taken. Secondly, the teacher may want to check the cumulative record to determine how many additional credits Janet needs to graduate. It would also be beneficial to find out what alternative provisions are available for students to finish course work and get a diploma.

Privacy and freedom from interruption are essential. The door should be closed and, if necessary, a sign should be put on the door. The setting should be comfortable and friendly, with chairs arranged so that teacher and student are not talking across the teacher's desk.

Probably the best way to deal with this situation is to provide an atmosphere of warmth, understanding, and acceptance. It is important not to agree or disagree with the values and attitudes expressed by the student and to refrain from inserting personal biases.

The teacher should ask all necessary questions tactfully. In such an atmosphere, the student will probably be encouraged to talk. One should not offer advice and suggestions directly. Rather, one should talk about various alternatives open to the student. If the teacher is able to maintain such an atmosphere, the student will probably feel less threatened, more accepted, and more willing to talk.

Initially, it is important to describe any school policies concerning pregnancy, review with the student the number of credits needed for graduation, and describe options she has for completing her work so that she can graduate. Also, it would be important to identify the resource persons who could help the student (nurse, counselor, principal, visiting teacher, depending on school policy) and prepare Janet for the confrontation she must face (parents, other students, visiting teacher, etc.). Finally, the teacher might want to help her think through what she is going to do about being selected chairperson of the fashion show.

The conference should end in a warm, accepting manner, with the teacher offering a commitment of further help. The teacher should also give Janet an assurance of confidentiality except for the contacts agreed upon. In conclusion, the conference should include a summary of the actions both teacher and student will be taking.

Any action agreed upon by Janet and the teacher should be taken (e.g., arranging for a conference with the counselor, follow-up conference once Janet has made a decision, etc.).

Case Situation 2:

In preparing for the conference, the teacher should check Jerry's course records, and ability and achievement test scores in the cumulative folder. Grades in biology or other science courses are of special interest. This will give an indication of Jerry's chances of getting into veterinary school as well as an indication of how he may succeed academically.

It would also be beneficial to see if the student has taken a vocational interest survey and, if so, to ask the counselor for aid in interpreting the results. An interest survey can aid a student in choosing careers that are interesting for him/her. If Jerry has not taken an interest survey, it would be helpful to arrange a time when the counselor would be able to administer one.

When pulling this information together, the teacher may also want to utilize any occupational information on veterinary medicine that the guidance office or medical center has available. This information should give Jerry a more realistic picture of careers in veterinary medicine.

In order to maintain an atmosphere of friendliness and warmth, the physical setting should be as relaxed as possible. The door should be closed to ensure privacy and freedom from interruption. Chairs should be arranged so that the teacher and student are face to face, preferably without a table to separate them. The teacher's mood and posture

should be as relaxed as possible so that the student may feel more at ease.

During the conference, the teacher should refrain from agreeing or disagreeing with the attitudes or biases expressed by the student and try not to insert biases of his/her own. Such an atmosphere should enable the student to talk more freely and get the problem into focus. The teacher should provide information, correct misapprehensions, and suggest additional sources of information. In addition, the teacher should try not to offer advice; instead, he/she should discuss alternatives that are available to the student. In this way, the student is encouraged to take responsibility for his own decisions.

Initially, the teacher could aid the student in preparing a list of questions he needs to answer regarding veterinary medicine. This will give the student more of a direction to follow when he reviews the literature. Secondly, the teacher should inform the student of the information available in the guidance office or media center and be sure he knows how to get it.

If possible, it would be helpful to try to arrange for the student to visit one or more veterinarians. They could give him firsthand information about occupations, educational requirements, competition for admission to veterinary college, and specialties within the field. Finally, the teacher might help Jerry pull together all the information he has gathered.

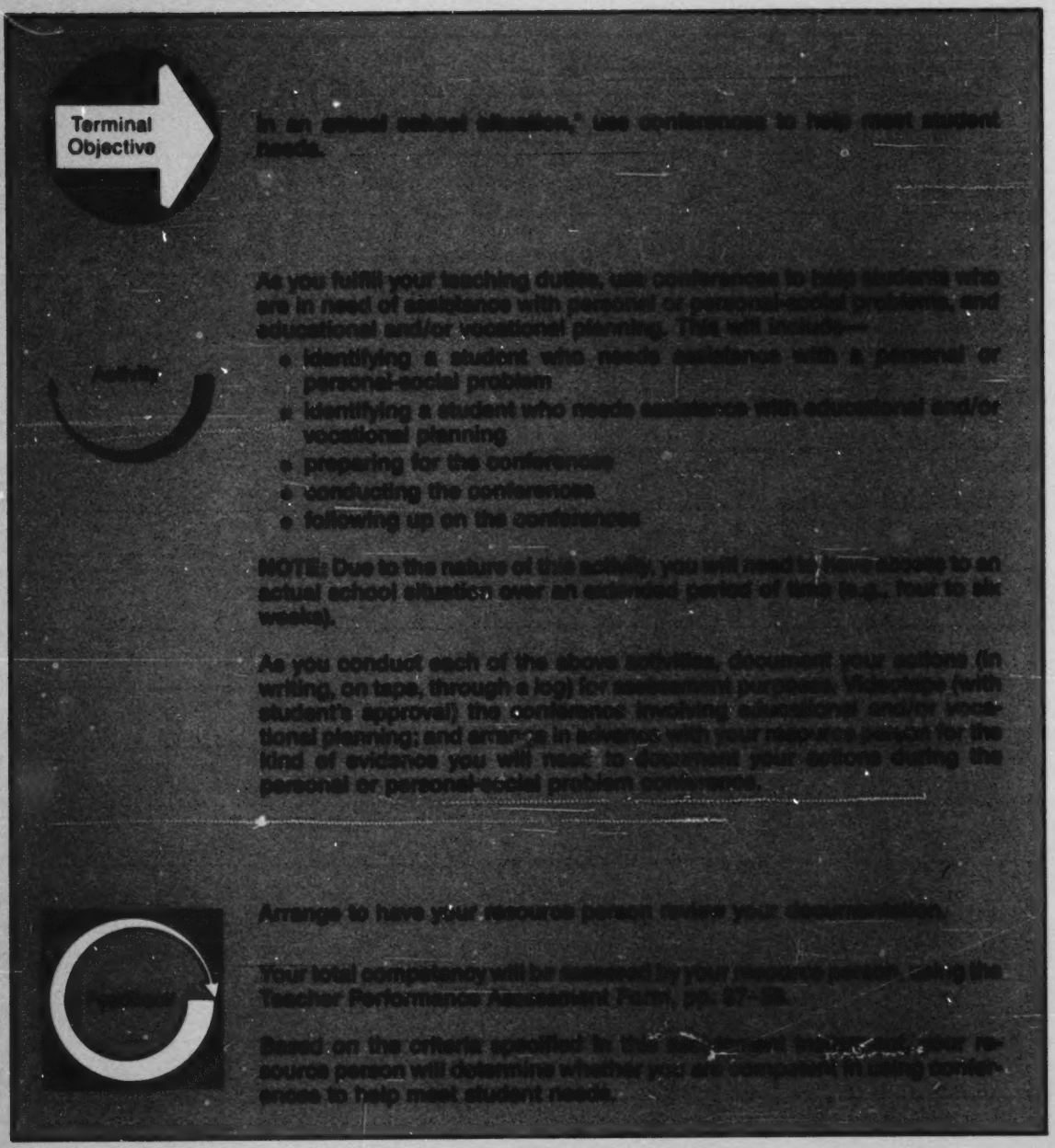
The conference should end with a summary of the action the student and teacher have agreed to take (arranging visits to veterinarians, looking up information in the guidance office, taking the interest survey if needed, etc.). The student should be assured of the teacher's willingness to participate in further discussions. If needed, the teacher should schedule another conference.

The teacher should make a record of the conference, including actions both agreed upon. He/she should check with Jerry about taking the interest survey (if needed), and make any arrangements they agreed to (e.g., visits to veterinarians).

LEVEL OF PERFORMANCE: Your completed plans for the Case Situations should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Using Conferences to Help Students Meet Personal, Educational, and Vocational Needs, pp. 6–11, or check with your resource person if necessary.

Learning Experience IV

FINAL EXPERIENCE


Terminal Objective
In an actual school situation,* use conferences to help meet student needs.
Activity
As you fulfill your teaching duties, use conferences to help students who are in need of assistance with personal or personal-social problems, and educational and/or vocational planning. This will include—
• identifying a student who needs assistance with a personal or personal-social problem
• identifying a student who needs assistance with educational and/or vocational planning
• preparing for the conference
• conducting the conference
• following up on the conference
NOTE: Due to the nature of this activity, you will need to have access to an actual school situation over an extended period of time (e.g., four to six weeks).
As you conduct each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes. Videotape (with student's approval) the conference involving educational and/or vocational planning; and arrange in advance with your resource person for the kind of evidence you will need to document your actions during the personal or personal-social problem conference.
Assessment
Arrange to have your resource person review your documentation.
Your total competency will be assessed by your resource person using the Teacher Performance Assessment Form, pp. 87-88.
Based on the criteria specified in this assessment form, you and your resource person will determine whether you are competent in using conferences to help meet student needs.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Use Conferences to Help Meet Student Needs (F–3)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In maintaining an open door policy for student consultation, the teacher:						
1. encouraged students to come in for help with personal, educational, and vocational concerns	☐	☐	☐	☐	☐	☐
2. held frequent, informal conversations with students	☐	☐	☐	☐	☐	☐
3. initiated formal conferences when appropriate	☐	☐	☐	☐	☐	☐
In preparing for conferences, the teacher:						
4. gathered and studied relevant student background data	☐	☐	☐	☐	☐	☐
5. identified and assembled appropriate information or resource materials for use during the conference	☐	☐	☐	☐	☐	☐
6. allocated adequate time for the conference	☐	☐	☐	☐	☐	☐
7. arranged an appropriate physical setting	☐	☐	☐	☐	☐	☐
In conducting the conferences, the teacher:						
8. exhibited behavior designed to put the student at ease	☐	☐	☐	☐	☐	☐
9. gave the student opportunity to express his/her concerns or goals	☐	☐	☐	☐	☐	☐
10. helped the student resolve the problem or reach a decision by:						
a. helping the student to clarify the problem	☐	☐	☐	☐	☐	☐
b. identifying relevant resource materials and persons	☐	☐	☐	☐	☐	☐
c. suggesting possible courses of action or alternative solutions	☐	☐	☐	☐	☐	☐
d. encouraging the student to express and try out his/her own ideas	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
11. referred the student to appropriate professionals if necessary	☐	☐	☐	☐	☐	☐
12. prepared the student for contact with in- or non-school resource persons and agencies	☐	☐	☐	☐	☐	☐
13. helped the student summarize what had been discussed and agreed upon during the conference	☐	☐	☐	☐	☐	☐
Following the conferences, the teacher:						
14. recorded what had taken place	☐	☐	☐	☐	☐	☐
15. collected any needed additional data	☐	☐	☐	☐	☐	☐
16. contacted any resource persons or avenues of assistance agreed upon with the student	☐	☐	☐	☐	☐	☐
17. took any other action agreed to during the conference	☐	☐	☐	☐	☐	☐
18. evaluated the conference in terms of:						
a. the teacher's planning and preparation for, and conduct during, the conference	☐	☐	☐	☐	☐	☐
b. the effect on the student	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

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For information regarding availability and prices of these materials contact—

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